



<b>Course Name: Foundations of Marketing</b>	<b>Grade Level(s): 10-12</b>
<b>Department: Business</b>	<b>Credits: 3</b>
<b>Length: Year</b>	<b>Revision Date: 4/2025</b>

#### **Course Description**

This course introduces students to the core concepts of marketing and how they apply across different industries. It begins with the fundamentals, covering marketing essentials, economic systems, business structures, ethics, and entrepreneurship. Students then explore consumer behavior, market research, branding, promotion, and the growing impact of digital marketing and e-commerce. The third unit focuses on financial aspects of marketing, including pricing strategies, sales techniques, customer relations, advertising, and public relations. The course concludes with a focus on sports and entertainment marketing, examining event promotion, fan engagement, and athlete/celebrity branding. Students apply what they've learned by developing a final project that involves creating a full marketing plan for a sports or entertainment event.

#### **Mission Statement**

***The Glassboro School District believes in growing all learners to thrive. The district offers an intellectually rigorous, dynamic curriculum aligned to state and national standards coupled with research-based practices in classrooms. The Glassboro School District strives to highlight critical thinking, intercultural literacy, digital literacy, collaboration, innovation, and a growth mindset as part of the instructional core of learning. The district provides high quality resources to provide young people the knowledge they need to approach the future as leaders and learners.***

### **Curriculum & Instruction Goals**

To ensure the district continues to work toward its mission of growing all learners both academically and personally, the following curriculum and instruction goals direct the conversation:

**Goal(s):**

1. To ensure students are college and career ready upon graduation
2. To vertically and horizontally align curriculum Pre-K-12 to ensure successful transition of students at each grade level
3. To identify individual student strengths and weaknesses utilizing various assessment measures (formative, summative, alternative, etc.) to differentiate instruction while meeting the rigor of the applicable content standards
4. To improve student achievement as assessed through multiple measures including, but not limited to, state testing, local assessments, and ongoing progress monitoring

### **How to Read this Document**

This curricular document contains both *pacing guides* and *curriculum units*. The pacing guides serve to communicate an estimated timeframe as to *when* critical knowledge and skills will be taught throughout the year. The pacing, however, may differ slightly depending upon the unique needs of each learner. The *curriculum units* contain more detailed information as to the content, goals, and objectives of the course well as how students will be assessed.

## Pacing Guide

**Course Title: Sports & Entertainment Marketing**

**Prerequisite(s): None**

	Unit Title	Duration/ Month(s)	Related Standards	Learning Goals	Critical Knowledge and Skills
	<b><u>Unit #1:</u></b> <b>Marketing Fundamentals &amp; Business Foundations</b>	September / October / November 10 weeks	<b>Power Standards:</b> <u>9.3 – Career &amp; Technical Education (CTE) / Marketing Cluster</u> 9.3. MK.1 9.3.MK-RES.1 9.3.MK-RES.2 9.3.MK-RES.3  <b>Supporting Standards:</b> <u>Technology Literacy</u> TEC.K-12.8.1 - TEC.K-12.8.1.A.1 - TEC.K-12.8.1.B.2 -  <u>Language Arts</u>	Students will be able to:  understand the definition of marketing and its role in business.  analyze the 4 P's of marketing (Product, Price, Place, Promotion) and how they impact marketing strategies.  evaluate the 7 functions of marketing and their importance in business operations.	Analyze basic marketing scenarios and apply the marketing mix.  Evaluate how different economic systems influence businesses.  Differentiate between ethical and unethical business practices.  Create a simple business plan proposal.  Discuss and debate business decisions using ethical reasoning.  Research and present on a successful entrepreneur's path.

			<p>LA.W.9-10.4  LA.W.9-10.5  LA.W.9-10.6  LA.W.9-10.8  LA.SL.9-10.5  LA.L.9-10.2.C  LA.L.9-10.1.B</p>	<p>identify target markets and analyze the significance of market segmentation.</p> <p>understand the factors of production and their role in economic systems.</p> <p>compare different types of economies and economic measurements.</p> <p>examine business cycles and competition in various industries.</p> <p>analyze the principles of supply and demand and their impact on business decisions.</p> <p>differentiate between various types of business enterprises (Sole Proprietorship, Partnership, Corporation).</p>	
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				<p>explore ethical decision-making in financial and marketing contexts.</p> <p>evaluate the importance of ethical awareness in marketing practices</p> <p>understand the impact of e-commerce and digital privacy concerns on consumers and businesses.</p> <p>analyze environmental issues and sustainability practices in marketing.</p> <p>examine the risks and rewards of entrepreneurship.</p> <p>identify the key components of a business plan, including SWOT analysis.</p> <p>compare different business models and startup considerations.</p>	
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<p><b><u>Unit #2:</u></b>  <b>Consumer Behavior &amp; Digital Marketing Strategies</b></p>	<p>November /  December / January  10 weeks</p>	<p><b>Power Standards:</b>  <u>9.3 – Career &amp; Technical Education (CTE) / Marketing Cluster</u>  9.3. MK.1  9.3.MK.5  9.3.MK-MER.5  9.3.MK-SAL.1</p> <p><b>Supporting Standards:</b>  <u>Technology Literacy</u>  TEC.K-12.8.1 -  TEC.K-12.8.1.A.1 -  TEC.K-12.8.1.B.2 -</p> <p><u>Language Arts</u>  LA.W.9-10.4  LA.W.9-10.5  LA.W.9-10.6  LA.W.9-10.8  LA.SL.9-10.5  LA.L.9-10.2.C  LA.L.9-10.1.B</p>	<p>Students will be able to:</p> <p>understand the factors that influence consumer needs and behavior.</p> <p>differentiate between primary and secondary market research methods.</p> <p>analyze trends in consumer purchasing habits and their effect on marketing strategies.</p> <p>understand the importance of developing a strong brand identity.</p> <p>analyze the role of logos and slogans in brand recognition.</p> <p>evaluate different promotional strategies, including advertising,</p>	<p>Conduct basic consumer surveys and analyze results.</p> <p>Develop a mock brand and explain its positioning.</p> <p>Create promotional content for a product or service.</p> <p>Design a digital marketing plan using social media tools.</p> <p>Analyze consumer data to inform marketing decisions.</p> <p>Evaluate the effectiveness of an online business platform.</p>
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			<p>personal selling, and public relations.</p> <p>explore the role of social media marketing on platforms such as Facebook, Instagram, TikTok, and Twitter.</p> <p>analyze the impact of Search Engine Optimization (SEO) and Pay-Per-Click (PPC) advertising.</p> <p>understand the fundamentals of selling products and services online.</p> <p>analyze the principles of website development and user experience (UX).</p> <p>evaluate digital advertising methods and the use of analytics to measure success.</p>	
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<b><u>Unit #3:</u></b> <b>Financial</b> <b>Concepts, Sales &amp;</b> <b>Advertising</b>	January / February / March 10 weeks	<b>Power Standards:</b> <b>Standards:</b> <u>9.3 – Career &amp;</u> <u>Technical</u> <u>Education (CTE) /</u> <u>Marketing Cluster</u> 9.3.MK.7 9.3.MK.8 9.3.MK.MGT.5 9.3.MK.RES.1 9.3.MK.RES.2 9.3.MK.RES.3 9.3.MK.MER.5  <b>Supporting</b> <b>Standards:</b> <u>Technology</u> <u>Literacy</u> TEC.K-12.8.1 TEC.K-12.8.1.A.1 TEC.K-12.8.1.B.2 -  <u>Language Arts</u> LA.W.9-10.4 LA.W.9-10.5	Students will be able to:  understand how to interpret financial statements, including Balance Sheets and Income Statements.  compare cost-based and value-based pricing strategies.  analyze the role of discounts and markups in pricing strategies.  examine the steps of the selling process.  differentiate between business-to-business (B2B) and business-to-consumer (B2C) sales.	Calculate pricing and break-even points.  Role-play sales techniques in real-world scenarios.  Design an ad using persuasive techniques.  Create visual merchandising displays using layout principles.  Develop a public relations plan for a product or brand.  Evaluate advertising effectiveness based on campaign objectives.



			<p>LA.W.9-10.6  LA.W.9-10.8  LA.SL.9-10.5  LA.L.9-10.2.C  LA.L.9-10.1.B</p>	<p>understand the importance of customer relationship management (CRM) in maintaining long-term customers.</p> <p>compare traditional and digital advertising methods.</p> <p>analyze the key elements of print and online ad design.</p> <p>develop and critique advertising campaigns based on industry strategies.</p> <p>understand the role of public relations (PR) in marketing.</p> <p>learn how to write press releases and manage brand crises.</p> <p>evaluate strategies for managing online brand reputation.</p>	
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<b><u>Unit #4:</u></b> <b>Sports &amp; Entertainment Marketing</b>	April / May / June 10 weeks	<b>Power Standards:</b> <u>9.3 – Career &amp; Technical Education (CTE) / Marketing Cluster</u> 9.3.MK.6 9.3.MK.7 9.3.MK.8 9.3.MK.9 9.3.MK.10 9.3.MK-COM.1 9.3.MK-COM.4 9.3.MK-COM.5 9.3.MK-MER.1 9.3.MK-MER.4 9.3.MK-MER.6 9.3.MK-MER.7  <b>Supporting Standards:</b> <u>Technology Literacy</u> TEC.K-12.8.1 - TEC.K-12.8.1.A.1 - TEC.K-12.8.1.B.2 -  <u>Language Arts</u> LA.W.9-10.4 LA.W.9-10.5	Students will be able to:  Compare sports marketing and entertainment marketing.  analyze the impact of sponsorships and endorsements on brand recognition.  evaluate how teams, venues, and events are marketed to consumers.  understand the process of ticket sales and revenue generation in sports and entertainment.  analyze the role of social media in fan engagement.  explore strategies for personal branding in sports and entertainment.	Analyze marketing campaigns in the sports/entertainment industry.  Design a marketing plan for an event, team, or performer.  Develop a promotional strategy targeting fan engagement.  Create a personal brand strategy for an athlete or entertainer.  Use digital tools to build a fan experience campaign.  Present and defend a full event marketing proposal.
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			<p>LA.W.9-10.6  LA.W.9-10.8  LA.SL.9-10.5  LA.L.9-10.2.C  LA.L.9-10.1.B</p>	<p>analyze the role of Name, Image, and Likeness (NIL) in sports marketing.</p> <p>evaluate how endorsements and partnerships impact athlete and celebrity branding.</p> <p>develop and present a full marketing plan for a sports team, concert, or entertainment event.</p> <p>apply key marketing concepts, including branding, sponsorships, event promotion, and digital marketing strategies.</p> <p>demonstrate their ability to create a cohesive and strategic marketing plan that aligns with industry standards.</p>	
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Instructional Unit Map			
Course Title: Foundations of Marketing			
Unit Title	Unit #1: Marketing Fundamentals & Business Foundations	Start Date:	September / October / November
		Length of Unit:	Ten weeks
<b>Content Standards</b> <i>What do we want them to know, understand, &amp; do?</i>	<u>9.3 – Career &amp; Technical Education (CTE) / Marketing Cluster</u> 9.3. MK.1 9.3. MK.4 9.3. MK.5 9.3.MK-MGT.1 9.3.MK-MGT.2 9.3.MK-MGT.3	<b>Learning Goals</b>	Students will be able to:  understand the definition of marketing and its role in business.  analyze the 4 P's of marketing (Product, Price, Place, Promotion) and how they impact marketing strategies.  evaluate the 7 functions of marketing and their importance in business operations.  identify target markets and analyze the significance of market segmentation.  understand the factors of production and their role in economic systems.  compare different types of economies and economic measurements.  examine business cycles and competition in various industries.  analyze the principles of supply and demand and their impact on business decisions.

			<p>differentiate between various types of business enterprises (Sole Proprietorship, Partnership, Corporation).</p> <p>explore ethical decision-making in financial and marketing contexts.</p> <p>evaluate the importance of ethical awareness in marketing practices</p> <p>understand the impact of e-commerce and digital privacy concerns on consumers and businesses.</p> <p>analyze environmental issues and sustainability practices in marketing.</p> <p>examine the risks and rewards of entrepreneurship.</p> <p>identify the key components of a business plan, including SWOT analysis.</p> <p>compare different business models and startup considerations.</p>
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>• <i>What is marketing, and why is it essential to business success?</i></li> <li>• <i>How do economic systems influence marketing and business decisions?</i></li> <li>• <i>What role do supply and demand play in shaping business strategies?</i></li> <li>• <i>How can ethical decision-making influence a company's brand and customer loyalty?</i></li> <li>• <i>What responsibilities do businesses have toward society and the environment?</i></li> <li>• <i>What characteristics define a successful entrepreneur?</i></li> <li>• <i>How does a business plan help an entrepreneur launch and grow a company?</i></li> <li>• <i>What are the foundational components of a business, and how do they interact?</i></li> <li>• <i>In what ways can innovation and creativity fuel business success?</i></li> </ul>		
<b>Assessments</b> <i>How will we know</i>	<b>Formative</b>	<b>Summative</b>	<b>Alternative</b>

<i>they have gained the knowledge &amp; skills?</i>	<ul style="list-style-type: none"> <li>● Kahoot games</li> <li>● Turn and Talk</li> <li>● Exit/Entrance tickets</li> <li>● Stand up, Sit down</li> <li>● Graphic organizers</li> <li>● Questioning</li> <li>● Class discussions</li> <li>● Note-taking strategies</li> <li>● One sentence summary</li> <li>● Think/Pair/Share</li> <li>● Gallery Walk</li> <li>● Four Corners</li> </ul>	<ul style="list-style-type: none"> <li>● Unit Assessment</li> <li>● Vocabulary Quizzes</li> <li>● Projects</li> <li>● Presentations</li> </ul>	<ul style="list-style-type: none"> <li>● Auditory Assessments</li> <li>● Pencil &amp; Paper</li> <li>● Poster Presentations</li> <li>● Summarization (written or verbal)</li> <li>● Diagram / Mind Map</li> </ul>
<b>Unit Pre-Assessment(s)</b> <i>What do they already know?</i>	Students will take a pre-assessment to assess their current knowledge on this course topic.		
<b>Instructional Strategies/Student Activities</b>	<ul style="list-style-type: none"> <li>📄 Marketing in My Life</li> <li>📄 Build a Marketing Mix</li> <li>📄 The Magnificent 7</li> <li>📄 Marketing Matchmaker</li> <li>📄 Factors of Production Infographic</li> <li>📄 Economic Showdown</li> <li>📄 Business Cycle Breakdown</li> <li>📄 Supply &amp; Demand Scenario</li> <li>📄 Business Structure Smackdown</li> <li>📄 The Ethical Dilemma Debate</li> <li>📄 Truth in Advertising</li> <li>📄 Digital Danger Zones</li> <li>📄 Green Marketing Pitch</li> <li>📄 Entrepreneur: Risk It or Reap It?</li> <li>📄 Business Plan Builder</li> </ul>		

Instructional/ Assessment Scaffolds (Modifications /Accommodations) – planned for prior to instruction				
	English Language Learners	Special Education Learners	Struggling Learners	Advanced Learners
	<ul style="list-style-type: none"> <li>•Oral Directions</li> <li>•Preferred Seating</li> <li>• Classroom Buddy</li> <li>• Visual Demonstration with extended time</li> <li>•Verbal &amp; visual Cues</li> <li>•One-on-one conferences</li> <li>•Concrete Examples</li> </ul>	<ul style="list-style-type: none"> <li>•Additional Time</li> <li>•Visual Demonstration</li> <li>•Review of directions</li> <li>•One-on-one conferences</li> <li>•Preferred Seating</li> <li>•Concrete Examples</li> <li>•Simplified Subject Matter</li> <li>•Gallery Walk</li> </ul>	<ul style="list-style-type: none"> <li>•Additional Time</li> <li>•Review &amp; repetition of verbal instruction</li> <li>•Demonstration</li> <li>•Concrete Examples</li> <li>•One-on-one conferences</li> <li>•Peer Critique</li> </ul>	<ul style="list-style-type: none"> <li>•Added/advanced requirements</li> <li>•Independent Study</li> <li>•Concrete Examples</li> <li>•Peer Critique</li> </ul>

Differentiated Instructional Methods: (Multiple means for students to access content and multiple modes for student to express understanding)		
	Access (Resources and/or Process)	Expression (Products and/or Performance)
	<ul style="list-style-type: none"> <li>• Schoology Classroom</li> <li>• Media Center</li> <li>• Classroom Library</li> <li>• One-on-one instruction/conferencing</li> </ul>	<ul style="list-style-type: none"> <li>• Journal responses</li> <li>• Conferencing conversations and progress</li> <li>• Note-taking/annotations</li> <li>• Peer group conversations/notes/evidence of discussions</li> <li>• Modified tests - expectations, delivery, format</li> </ul>

<b>Vocabulary</b> <i>Highlight key vocabulary</i>	Marketing, Target Market, Market Segmentation, Marketing Mix (4 Ps), Goods vs. Services, Supply and Demand, Profit, Entrepreneur, Sole Proprietorship, Partnership, Corporation, Business Plan, Business Ethics, Social Responsibility, SWOT Analysis, Mission Statement, Vision Statement, Stakeholders, Capital, Risk/Reward	
<b>Integration of Technology</b>	Substitution & Augmentation: Augmentation: Small group discussion on the concepts and vocabulary Augmentation: Kahoot! Review Utilizing the Promethean Board to present their projects	
<b>21<sup>st</sup> Century Themes/Skill</b>	Themes	
	<ul style="list-style-type: none"> <li>Global Awareness.</li> </ul>	<ul style="list-style-type: none"> <li>Creativity and Innovation</li> <li>Critical Thinking and Problem Solving</li> <li>Communication and Collaboration</li> <li>Information Media &amp; Technology Skills</li> <li>Life &amp; Career Skills</li> <li>Flexibility and Adaptability</li> <li>Initiative and Self-Direction</li> <li>Social and Cross-Cultural Skills</li> <li>Productivity and Accountability</li> </ul>
<b>Resources/Materials</b>	Textbook: Business Foundations 13e (McGraw Hill, 2023) <u>Digital textbooks:</u> Principles of Marketing: <a href="https://open.lib.umn.edu/principlesmarketing/">https://open.lib.umn.edu/principlesmarketing/</a>  Principles of Marketing: <a href="https://www.coursehero.com/study-guides/marketing-spring2016/">https://www.coursehero.com/study-guides/marketing-spring2016/</a>  Boundless Marketing: <a href="https://www.coursehero.com/study-guides/boundless-marketing/">https://www.coursehero.com/study-guides/boundless-marketing/</a>  Teacher-generated worksheets Teacher PowerPoint Presentations	



	Students' Guided Notes document Schoology Classroom Terms and definitions Kahoot / Quizlet, and GimKit
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Instructional Unit Map			
Course Title: Foundations of Marketing			
Unit Title	Unit #2: Consumer Behavior & Digital Marketing Strategies	Start Date:	November / December / January
		Length of Unit:	Ten weeks
<b>Content Standards</b> <i>What do we want them to know, understand, &amp; do?</i>	<u>9.3 – Career &amp; Technical Education (CTE) / Marketing Cluster</u> 9.3.MK.2 9.3.MK.6 9.3.MK.8 9.3.MK.9 9.3.MK.10 9.3.MK-COM.1 9.3.MK-COM.3 9.3.MK-COM.4 9.3.MK-COM.5 9.3.MK-RES.1 9.3.MK-RES.2 9.3.MK-RES.3	<b>Learning Goals</b>	Students will be able to:  understand the factors that influence consumer needs and behavior.  differentiate between primary and secondary market research methods.  analyze trends in consumer purchasing habits and their effect on marketing strategies.  understand the importance of developing a strong brand identity.  analyze the role of logos and slogans in brand recognition.  evaluate different promotional strategies, including advertising, personal selling, and public relations.

			<p>explore the role of social media marketing on platforms such as Facebook Instagram, TikTok, and Twitter.</p> <p>analyze the impact of Search Engine Optimization (SEO) and Pay-Per-Click (PPC) advertising.</p> <p>understand the fundamentals of selling products and services online.</p> <p>analyze the principles of website development and user experience (UX).</p> <p>evaluate digital advertising methods and the use of analytics to measure success.</p>
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>• What factors influence consumer buying decisions?</li> <li>• How does market research help businesses understand and target their audience?</li> <li>• How do branding and promotional strategies shape customer perception?</li> <li>• What is the role of digital marketing in today's business environment?</li> <li>• How do businesses leverage social media and digital tools to reach customers?</li> <li>• In what ways does e-commerce differ from traditional retail?</li> <li>• How can businesses create effective online experiences for customers?</li> <li>• How do companies measure the success of digital marketing campaigns?</li> <li>• What ethical issues arise in digital marketing and consumer data use?</li> </ul>		
<b>Assessments</b> <i>How will we know they have gained the knowledge &amp; skills?</i>	<b>Formative</b>	<b>Summative</b>	<b>Alternative</b>
	<ul style="list-style-type: none"> <li>• Kahoot games</li> <li>• Turn and Talk</li> <li>• Exit/Entrance tickets</li> <li>• Stand up, Sit down</li> <li>• Graphic organizers</li> <li>• Questioning</li> </ul>	<ul style="list-style-type: none"> <li>• Unit Assessment</li> <li>• Vocabulary Quizzes</li> <li>• Projects</li> <li>• Presentations</li> </ul>	<ul style="list-style-type: none"> <li>• Auditory Assessments</li> <li>• Pencil &amp; Paper</li> <li>• Poster Presentations</li> <li>• Summarization (written or verbal)</li> <li>• Diagram / Mind Map</li> </ul>

	<ul style="list-style-type: none"> <li>• Class discussions</li> <li>• Note-taking strategies</li> <li>• One sentence summary</li> <li>• Think/Pair/Share</li> <li>• Gallery Walk</li> <li>• Four Corners</li> </ul>		
<b>Unit Pre-Assessment(s)</b> <i>What do they already know?</i>	<b>Overview:</b> This pre-assessment explores what students already know about branding, consumer behavior, and how businesses sell online or via digital platforms. <b>Format:</b> 7 questions – multiple choice, short answer, and a short scenario.		
<b>Instructional Strategies/Student Activities</b>	<ul style="list-style-type: none"> <li>• <b>Why We Buy</b></li> <li>• <b>Market Detective</b></li> <li>• <b>Trend Spotters</b></li> <li>• <b>Build-a-Brand Workshop</b></li> <li>• <b>Logo Legends</b></li> <li>• <b>Promo Plan Challenge</b></li> <li>• <b>Scroll &amp; Sell</b></li> <li>• <b>Clicks &amp; Keywords</b></li> <li>• <b>Online Store Starter Kit</b></li> <li>• <b>UX Makeover</b></li> <li>• <b>Ad Metrics Mastery</b></li> </ul>		
<b>Instructional/Assessment Scaffolds</b> <i>(Modifications /Accommodations) – planned for prior to instruction</i>	<b>English Language Learners</b>	<b>Special Education Learners</b>	<b>Struggling Learners</b>
	<ul style="list-style-type: none"> <li>• Oral Directions</li> <li>• Preferred Seating</li> <li>• Classroom Buddy</li> <li>• Visual Demonstration with extended time</li> <li>• Verbal &amp; visual Cues</li> </ul>	<ul style="list-style-type: none"> <li>• Additional Time</li> <li>• Visual Demonstration</li> <li>• Review of directions</li> </ul>	<ul style="list-style-type: none"> <li>• Additional Time</li> <li>• Review &amp; repetition of verbal instruction</li> <li>• Demonstration</li> <li>• Concrete Examples</li> <li>• One-on-one conferences</li> </ul>
			<b>Advanced Learners</b> <ul style="list-style-type: none"> <li>• Added/advanced requirements</li> <li>• Independent Study</li> <li>• Concrete Examples</li> <li>• Peer Critique</li> </ul>

	<ul style="list-style-type: none"> <li>•One-on-one conferences</li> <li>•Concrete Examples</li> </ul>	<ul style="list-style-type: none"> <li>•One-on-one conferences</li> <li>•Preferred Seating</li> <li>•Concrete Examples</li> <li>•Simplified Subject Matter</li> <li>•Gallery Walk</li> </ul>	<ul style="list-style-type: none"> <li>•Peer Critique</li> </ul>	
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Differentiated Instructional Methods: <i>(Multiple means for students to access content and multiple modes for student to express understanding)</i>	Access (Resources and/or Process)		Expression (Products and/or Performance)	
	<ul style="list-style-type: none"><li>● Schoology Classroom</li><li>● Media Center</li><li>● Classroom Library</li><li>● One-on-one instruction/conferencing</li></ul>		<ul style="list-style-type: none"><li>● Journal responses</li><li>● Conferencing conversations and progress</li><li>● Note-taking/annotations</li><li>● Peer group conversations/notes/evidence of discussions</li><li>● Modified tests - expectations, delivery, format</li></ul>	
<b>Vocabulary</b> <i>Highlight key vocabulary</i>	Consumer Behavior, Demographics, Psychographics, Market Research, Survey, Focus Group, Brand, Brand Identity, Brand Loyalty, Promotion, Digital Marketing, Social Media Marketing, Influencer, SEO (Search Engine Optimization), PPC (Pay-Per-Click), Email Marketing, E-commerce, Conversion Rate, Online Shopping Cart, User Experience (UX)			
<b>Integration of Technology</b>	Substitution & Augmentation: Augmentation: Small group discussion on the concepts and vocabulary Augmentation: Kahoot! Review Utilizing the Promethean Board to present their projects			
<b>21<sup>st</sup> Century Themes/Skill</b>	Themes		Skills	

	<ul style="list-style-type: none"> <li>● Global Awareness.</li> </ul>	<ul style="list-style-type: none"> <li>● Creativity and Innovation</li> <li>● Critical Thinking and Problem Solving</li> <li>● Communication and Collaboration</li> <li>● Information Media &amp; Technology Skills</li> <li>● Life &amp; Career Skills</li> <li>● Flexibility and Adaptability</li> <li>● Initiative and Self-Direction</li> <li>● Social and Cross-Cultural Skills</li> <li>● Productivity and Accountability</li> </ul>
<b>Resources/Materials</b>	<p>Textbook Business Foundations 13e (McGraw Hill, 2023)</p> <p><u>Digital textbooks:</u></p> <p>Principles of Marketing: <a href="https://open.lib.umn.edu/principlesmarketing/">https://open.lib.umn.edu/principlesmarketing/</a></p> <p>Principles of Marketing: <a href="https://www.coursehero.com/study-guides/marketing-spring2016/">https://www.coursehero.com/study-guides/marketing-spring2016/</a></p> <p>Boundless Marketing: <a href="https://www.coursehero.com/study-guides/boundless-marketing/">https://www.coursehero.com/study-guides/boundless-marketing/</a></p> <p>Teacher-generated worksheets</p> <p>Teacher PowerPoint Presentations</p> <p>Students' Guided Notes document</p> <p>Schoology Classroom</p> <p>Terms and definitions</p> <p>Kahoot / Quizlet, and GimKit</p>	

Instructional Unit Map			
Course Title: Foundations of Marketing			
Unit Title	Unit #3: Financial Concepts, Sales & Advertising	Start Date:	January / February / March
		Length of Unit:	Ten weeks
<b>Content Standards</b> <i>What do we want them to know, understand, &amp; do?</i>	<u>9.3 – Career &amp; Technical Education (CTE) / Marketing Cluster</u> 9.3.MK.3 9.3.MK.7 9.3.MK-MGT.4 9.3.MK-MGT.5 9.3.MK-MGT.6 9.3.MK-MGT.7 9.3.MK-MER.4 9.3.MK-MER.5 9.3.MK-MER.6 9.3.MK-MER.7 9.3.MK-MER.8 9.3.MK-SAL.1 9.3.MK-SAL.2 9.3.MK-SAL.3	<b>Learning Goals</b>	Students will be able to:  understand how to interpret financial statements, including Balance Sheets and Income Statements.  compare cost-based and value-based pricing strategies.  analyze the role of discounts and markups in pricing strategies.  examine the steps of the selling process.  differentiate between business-to-business (B2B) and business-to-consumer (B2C) sales.  understand the importance of customer relationship management (CRM) in maintaining long-term customers.  compare traditional and digital advertising methods.  analyze the key elements of print and online ad design  develop and critique advertising campaigns based on industry strategies.  understand the role of public relations (PR) in marketing.

			<p>learn how to write press releases and manage brand crises.</p> <p>evaluate strategies for managing online brand reputation.</p>
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>• How do pricing strategies impact sales and profitability?</li> <li>• What is the relationship between financial planning and business success?</li> <li>• What techniques are used in effective personal selling?</li> <li>• How can companies build strong relationships with customers?</li> <li>• What are the elements of a successful advertising campaign?</li> <li>• How does visual merchandising influence customer behavior and sales?</li> <li>• What role does public relations play in maintaining a company's image?</li> <li>• How should businesses respond during a crisis to protect their reputation?</li> <li>• What ethical considerations should be made when advertising or promoting a product?</li> </ul>		
<b>Assessments</b> <i>How will we know they have gained the knowledge &amp; skills?</i>	Formative	Summative	Alternative
	<ul style="list-style-type: none"> <li>• Kahoot games</li> <li>• Turn and Talk</li> <li>• Exit/Entrance tickets</li> <li>• Stand up, Sit down</li> <li>• Graphic organizers</li> <li>• Questioning</li> <li>• Class discussions</li> <li>• Note-taking strategies</li> <li>• One sentence summary</li> <li>• Think/Pair/Share</li> <li>• Gallery Walk</li> <li>• Four Corners</li> </ul>	<ul style="list-style-type: none"> <li>• Unit Assessment</li> <li>• Vocabulary Quizzes</li> <li>• Projects</li> <li>• Presentations</li> </ul>	<ul style="list-style-type: none"> <li>• Auditory Assessments</li> <li>• Pencil &amp; Paper</li> <li>• Poster Presentations</li> <li>• Summarization (written or verbal)</li> <li>• Diagram / Mind Map</li> </ul>

<b>Unit Pre-Assessment(s)</b> <i>What do they already know?</i>	<b>Overview:</b> This quick check assesses understanding of pricing, sales techniques, advertising types, and basic financial terms. <b>Format:</b> 9 questions – fill-in-the-blank, multiple choice, and one short math problem.			
<b>Instructional Strategies/Student Activities</b>	<ul style="list-style-type: none"> <li>❑ <b>Financial Snapshot</b></li> <li>❑ <b>Price It Right!</b></li> <li>❑ <b>Markup Madness</b></li> <li>❑ <b>The Sales Cycle Simulation</b></li> <li>❑ <b>Sales Side-by-Side</b></li> <li>❑ <b>Customer Loyalty Blueprint</b></li> <li>❑ <b>Ad Battle Royale</b></li> <li>❑ <b>Design Like a Pro</b></li> <li>❑ <b>Campaign Creator</b></li> <li>❑ <b>PR 101</b></li> <li>❑ <b>Crisis Control Center</b></li> <li>❑ <b>Reputation Rescue</b></li> </ul>			
<b>Instructional/Assessment Scaffolds</b> <i>(Modifications /Accommodations) – planned for prior to instruction</i>	<div> <div>English Language Learners</div> <div>Special Education Learners</div> <div>Struggling Learners</div> <div>Advanced Learners</div> </div>			
	<ul style="list-style-type: none"> <li>•Oral Directions</li> <li>•Preferred Seating</li> <li>•Classroom Buddy</li> <li>•Visual Demonstration with extended time</li> <li>•Verbal &amp; visual Cues</li> <li>•One-on-one conferences</li> <li>•Concrete Examples</li> </ul>	<ul style="list-style-type: none"> <li>•Additional Time</li> <li>•Visual Demonstration</li> <li>•Review of directions</li> <li>•One-on-one conferences</li> <li>•Preferred Seating</li> <li>•Concrete Examples</li> <li>•Simplified Subject Matter</li> <li>•Gallery Walk</li> </ul>	<ul style="list-style-type: none"> <li>•Additional Time</li> <li>•Review &amp; repetition of verbal instruction</li> <li>•Demonstration</li> <li>•Concrete Examples</li> <li>•One-on-one conferences</li> <li>•Peer Critique</li> </ul>	<ul style="list-style-type: none"> <li>•Added/advanced requirements</li> <li>•Independent Study</li> <li>•Concrete Examples</li> <li>•Peer Critique</li> </ul>



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<b>Differentiated Instructional Methods:</b> <i>(Multiple means for students to access content and multiple modes for student to express understanding)</i>	<b>Access</b> (Resources and/or Process)		<b>Expression</b> (Products and/or Performance)	
	<ul style="list-style-type: none"><li>Schoology Classroom</li><li>Media Center</li><li>Classroom Library</li><li>One-on-one instruction/conferencing</li></ul>		<ul style="list-style-type: none"><li>Journal responses</li><li>Conferencing conversations and progress</li><li>Note-taking/annotations</li><li>Peer group conversations/notes/evidence of discussions</li><li>Modified tests - expectations, delivery, format</li></ul>	
<b>Vocabulary</b> <i>Highlight key vocabulary</i>	Revenue, expenses, profit margin, break-even point, pricing strategy, cost-based pricing, value-based pricing, discount, sales promotion, customer service, upselling, cross-selling, advertising, visual merchandising, slogan, logo, public relations, press release, crisis management, brand reputation.			
<b>Integration of Technology</b>	Substitution & Augmentation: Augmentation: Small group discussion on the concepts and vocabulary Augmentation: Kahoot! Review Utilizing the Promethean Board to present their projects			
<b>21<sup>st</sup> Century Themes/Skill</b>	Themes		Skills	
	<ul style="list-style-type: none"><li>Global Awareness.</li></ul>		<ul style="list-style-type: none"><li>Creativity and Innovation</li><li>Critical Thinking and Problem Solving</li><li>Communication and Collaboration</li><li>Information Media &amp; Technology Skills</li><li>Life &amp; Career Skills</li></ul>	

		<ul style="list-style-type: none"> <li>• Flexibility and Adaptability</li> <li>• Initiative and Self-Direction</li> <li>• Social and Cross-Cultural Skills</li> <li>• Productivity and Accountability</li> </ul>
<b>Resources/Materials</b>	Textbook: Business Foundations 13e (McGraw Hill, 2023) <u>Digital textbooks:</u> Principles of Marketing: <a href="https://open.lib.umn.edu/principlesmarketing/">https://open.lib.umn.edu/principlesmarketing/</a>  Principles of Marketing: <a href="https://www.coursehero.com/study-guides/marketing-spring2016/">https://www.coursehero.com/study-guides/marketing-spring2016/</a>  Boundless Marketing: <a href="https://www.coursehero.com/study-guides/boundless-marketing/">https://www.coursehero.com/study-guides/boundless-marketing/</a>  Teacher-generated worksheets Teacher PowerPoint Presentations Students' Guided Notes document Schoology Classroom Terms and definitions Kahoot / Quizlet, and GimKit	

Instructional Unit Map			
Course Title: Foundations of Marketing			
Unit Title	Unit #4: Sports & Entertainment Marketing	Start Date:	April / May / June
		Length of Unit:	Ten weeks

<b>Content Standards</b> <i>What do we want them to know, understand, &amp; do?</i>	<u>9.3 – Career &amp; Technical Education (CTE) / Marketing Cluster</u> 9.3.MK.9 9.3.MK.10 9.3.MK-COM.2 9.3.MK-MGT.3 9.3.MK-COM.5	<b>Learning Goals</b>	<p>Students will be able to:</p> <p>Compare sports marketing and entertainment marketing.</p> <p>analyze the impact of sponsorships and endorsements on brand recognition.</p> <p>evaluate how teams, venues, and events are marketed to consumers.</p> <p>understand the process of ticket sales and revenue generation in sports and entertainment.</p> <p>analyze the role of social media in fan engagement.</p> <p>explore strategies for personal branding in sports and entertainment.</p> <p>analyze the role of Name, Image, and Likeness (NIL) in sports marketing.</p> <p>evaluate how endorsements and partnerships impact athlete and celebrity branding.</p> <p>develop and present a full marketing plan for a sports team, concert, or entertainment event.</p> <p>apply key marketing concepts, including branding, sponsorships, event promotion, and digital marketing strategies.</p> <p>demonstrate their ability to create a cohesive and strategic marketing plan that aligns with industry standards.</p>
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>• How is marketing in sports and entertainment different from traditional industries?</li> <li>• What role does fan engagement play in sports and entertainment marketing?</li> <li>• How are events marketed to generate buzz, attendance, and revenue?</li> <li>• In what ways can athletes and celebrities build and protect their personal brand?</li> </ul>		

	<ul style="list-style-type: none"> <li>• How do sponsorships and endorsements impact brand visibility?</li> <li>• What strategies are used to promote sports and entertainment events?</li> <li>• What digital tools and platforms are most effective in reaching fans today?</li> <li>• How can businesses measure the success of a sports or entertainment marketing campaign?</li> <li>• What goes into planning and executing a successful sports or entertainment event?</li> </ul>		
<b>Assessments</b> <i>How will we know they have gained the knowledge &amp; skills?</i>	<div>Formative</div> <div>Summative</div> <div>Alternative</div>		
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<b>Unit Pre-Assessment(s)</b> <i>What do they already know?</i>	<p><b>Overview:</b> This activity checks how familiar students are with sports/entertainment brands, social media promotion, event marketing, and the concept of endorsements.</p> <p><b>Format:</b> 8 questions – short answer and multiple choice.</p>		
<b>Instructional Strategies/Student Activities</b>	<ul style="list-style-type: none"> <li>🔗 <b>Spotlight Showdown</b></li> <li>🔗 <b>Sponsorship Power Play</b></li> <li>🔗 <b>Hype the House!</b></li> <li>🔗 <b>The Ticket Tracker</b></li> <li>🔗 <b>Fan Frenzy</b></li> <li>🔗 <b>Build-a-Brand</b></li> <li>🔗 <b>NIL in Action</b></li> <li>🔗 <b>Endorsement Breakdown</b></li> </ul>		

	<ul style="list-style-type: none"> <li>Event Marketing Masterclass</li> <li>Concept to Campaign</li> <li>Strategic Spotlight</li> </ul>			
<b>Instructional/ Assessment Scaffolds</b> <i>(Modifications /Accommodations) – planned for prior to instruction</i>	<b>English Language Learners</b>	<b>Special Education Learners</b>	<b>Struggling Learners</b>	<b>Advanced Learners</b>
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<b>Differentiated Instructional Methods:</b> <i>(Multiple means for students to access content and multiple modes for student to express understanding)</i>	<b>Access (Resources and/or Process)</b>	<b>Expression (Products and/or Performance)</b>
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		<ul style="list-style-type: none"> <li>Modified tests - expectations, delivery, format</li> </ul>
<b>Vocabulary</b> <i>Highlight key vocabulary</i>	Sports marketing, entertainment marketing, event marketing, fan engagement, sponsorship, endorsement, branding, licensing, venue, ticketing, merchandising, live experience, media rights, target audience, demographic appeal, promotion mix, marketing plan, ROI, influencer marketing, final pitch.	
<b>Integration of Technology</b>	Substitution & Augmentation: Augmentation: Small group discussion on the concepts and vocabulary Augmentation: Kahoot! Review Utilizing the Promethean Board to present their projects	
<b>21<sup>st</sup> Century Themes/Skill</b>	Themes	
	<ul style="list-style-type: none"> <li>Global Awareness.</li> </ul>	<ul style="list-style-type: none"> <li>Creativity and Innovation</li> <li>Critical Thinking and Problem Solving</li> <li>Communication and Collaboration</li> <li>Information Media &amp; Technology Skills</li> <li>Life &amp; Career Skills</li> <li>Flexibility and Adaptability</li> <li>Initiative and Self-Direction</li> <li>Social and Cross-Cultural Skills</li> <li>Productivity and Accountability</li> </ul>



